

School No.: 563676

Quality Review Report (Translated Version)

**Po Leung Kuk
Fong Tam Yuen Leung Kindergarten**

**M/F, Block 1, Belvedere Garden, Castle Peak Road, 9 1/2 Miles,
Tsuen Wan, New Territories**

11, 12 & 14 December 2018

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2019)

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Dates of Quality Review: 11, 12 & 14 December 2018

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

- 1.1 The school upholds the education rationale of its sponsoring body by creating a relaxing and pleasurable learning environment, taking care of children meticulously and providing them with diversified activities, so as to foster children's all-round development on a caring campus. The school gains support and trust from the leadership team to plan the school-based development work. It maintains close connection with other kindergartens under the same sponsoring body to share resources through inter-school teacher training, mutual visits, etc. It enables teachers to exchange experience with other kindergartens and hence broadens their horizons. There has been a considerable number of newly recruited teachers in recent years. The management assigns experienced teachers to provide guidance for the new recruits to learn about the school characteristics. Also, sharing sessions are organised within the school to assist the new recruits in grasping information including School Self-evaluation (SSE), development trends of early childhood education, etc., which aims at enhancing teachers' professional capacity. The school is able to allocate work according to the experience and expertise of staff and delegate authority properly. Members of the teaching team can thus discharge their duties and collaborate closely to promote the school's continuous development with concerted efforts.
- 1.2 The school has established a comprehensive SSE mechanism. The management has followed up the recommendations of the previous Quality Review by formulating concrete success criteria for the work plan. It also steers all teachers to integrate the information obtained from SSE to evaluate the effectiveness of its annual plan and routine work, thereby devising the development directions for the next year. The school has been attaching great importance to children's aesthetic development. It has brought in resources actively in recent years and works out clear focus every school year to develop the key features of school-based art activities continuously. Last school year, the school emphasised line drawing. With diversified strategies, the school enhances teachers' art teaching skills and enriches the content in the

learning area of art, which effectively unleashes children's creativity. This school year, the school sets its major concerns as arousing children's interest in exploring nature and helping parents develop positive parenting skills by taking into consideration the needs of children and parents. The objectives of the work plans are specific while the strategies are devised appropriately. The two work plans are implemented smoothly, awaiting results.

- 1.3 Teachers care about children and observe their diverse needs and uniqueness meticulously. Teachers share and exchange their insights and strategies of catering for children with special needs through regular meetings, so as to provide appropriate support to the children. The school values parents' work. It enables parents to understand their children's school performance and the school's development directions through different communication channels, for example, parents' day, school newsletters and so forth. The school also facilitates parents' understanding of children's developmental needs in order to enhance their parenting effectiveness by organising parent education seminars and inviting them to participate in parent-child activities, serve as volunteers, etc. Parents agree to the school's rationale, they are willing to join hands with the school to nurture children to grow healthily.

2. Learning and Teaching

- 2.1 The school plans its integrated curriculum with comprehensive content by making reference to the curriculum outline provided by the sponsoring body and the teaching packages to meet children's interests in light of the school-based development directions. The school arranges various opportunities for children to extend and enrich their learning experience in accordance with the themes, for instance, visits and preparing simple snacks. The school nurtures children's good virtues including courage, optimism, caring for others and so forth through regular moral storytelling, role-play activities, etc. The school also arranges sufficient time for children to engage in free choice, music, physical and art activities every day, enabling them to learn through play and achieve balanced development.
- 2.2 The school makes reference to the assessment mechanism of the sponsoring body and takes into account the learning objectives of the curriculum outline to assess children's learning performance comprehensively through continuous observation using the theme-based learning assessment forms. The school also invites parents to observe their children's behaviour, emotions, attitudes and so forth at home according to the focus of the themes, so that the school can understand children's

performance from different perspectives and take timely follow-up actions. At the end of the school term, teachers develop learning portfolios for children to systematically maintain records of the assessment information, observation summaries of children's activities, children's self-selected works, etc. The data can be served as evidence of children's development progress. The detailed information of the learning portfolios helps parents understand their children's development. The school effectively analyses children's assessment information so as to understand and follow up children's individual condition as well as inform curriculum design.

- 2.3 The school has established an effective curriculum management mechanism. The management guides teachers to plan and implement the curriculum and provides timely feedback through attending meetings, scrutinising teaching documents, observing lessons, etc., thereby demonstrating its role of supervising and facilitating the teaching team to refine the curriculum continuously. The teaching team possesses the ability to do reflection. It often conducts teaching reviews based on children's learning effectiveness and follow up children's needs by adjusting the teaching. Upon completion of the theme, the school facilitates teachers to exchange, brainstorm and discuss the teaching effectiveness through curriculum meetings of each grade level. The school can yet simply record the keynotes of the thematic reviews of each grade level so as to pass on the experience gained. The school summarises children's performance in every school term to report to the sponsoring body about the implementation of the curriculum, which helps enhance its quality continuously.
- 2.4 Building on the art development experience gained from the past years, the school put the focus on line drawing last school year. It formulates the annual plan and arranges training activities including seminars, lesson observation, etc. for all teachers, enabling them to grasp the skills of using lines to express ideas and hence engage children in art activities. The school revises the content in the learning area of art, allowing children to create different line drawings by appreciating the artworks from various artists, observing the lines and shapes of animals, plants, scenery and so forth. In addition, the school enhances children's interest in art activities by providing them with abundant and diversified art tools and materials, using their artworks to decorate the campus, arranging outdoor sketching, etc. As observed, children are fully engaged in the art activities. On one hand, they master different skills in art creation under the guidance of teachers; on the other hand, they unleash

their creativity and express their emotions freely according to their own thoughts. For example, they use spiral lines to show a windy scene, curves to express a joyful heart, short straight lines to represent the movement of a baseball. Children enjoy the fun of art activities.

- 2.5 This school year, the school takes arousing children's interest in exploring nature as its major concern. It devises strategies in a systematic manner by arranging the exploratory themes for each grade level based on the natural phenomenon of seasonal change and the curriculum outline which stimulates children's curiosity in exploring the surroundings through outdoor experience, group activities, exploratory corners, etc. The school brings children to observe different colours of leaves in the park. Meanwhile, it facilitates children to generate wind power for propelling objects by squeezing sponges and design birds by using feathers of different shapes and textures, etc. Children are able to learn through different senses which enriches their experience in the learning area of Nature and Living.
- 2.6 Teachers make good use of space and decorate the campus by themes. They set up interest corners with abundant materials for children to experience the fun of learning through play. As observed, children are engaged in the activities. They love role-playing a barbecue picnic in the country park with peers; manipulating toys in the patterns of ordering; designing a maze to save the princess, etc. Children are able to learn in a relaxing and joyful manner. The learning environment of the school renders children different opportunities for unleashing their creativity. In addition to art activities, K3 children make thank you cards to express their ideas freely in words; K2 and K1 children create their own castles and transportation vehicles, etc., through sand play and big block games. Different types of books in sufficient amount are put at the reading corner in classrooms. That said, the school can improve the way of book display so as to attract children to select books according to their preference, thereby enhancing their reading motivation. Children are familiar with the corner rules and engage in activities in an orderly manner. Teachers often observe children and intervene at the right time to cater for children's individual differences. The school can further diversify the levels of corner activities with reference to children's abilities to cater for learner diversity, with the aim of allowing children to take part in activities according to their interests and needs so as to further enhance their self-directed learning ability.
- 2.7 Teachers are kind and friendly with gentle voices. They often appreciate children's good behaviour and learning performance, and encourage them to take part in

activities. Teachers accept children's individual differences and cater for diversity by adopting strategies such as peer collaboration and assigning homework as appropriate. Teachers use teaching aids such as real objects, pictures and hand puppets to arouse children's learning interests. They design appropriate music and physical activities for children to enjoy music and enhance physical fitness through interesting play. Teachers show good mutual understanding and collaborate well among themselves. They give children clear and systematic instructions. They listen to children's sharing with patience, yet they are not able to facilitate children to make further discussion or exploration. The management is advised to lead the teachers to make good use of questioning in order to enhance teacher-child and child-child interaction. Feedback should also be given to children in a timely manner in order to foster their thinking.

2.8 Children are energetic and nice while they show courtesy and observe rules. Children are eager to participate in various kinds of activities and love to play with peers. They get along and cooperate with one another harmoniously, demonstrating good social development. After finishing the activities and meals, children sort and pack learning materials and tableware of their own accord. They can also wear shoes and fold quilts on their own after afternoon nap, displaying good self-care abilities. Children take turns to be little assistants as assigned by teachers to help distribute lunch and materials, which is conducive to developing their sense of responsibility to serve others.

3. Recommendations for Enhancing Self-improvement of School

The school values children's learning. It has placed emphasis on promoting curriculum development for years. The management can yet steer teachers to design corner activities with levels to cater for learner diversity. In addition, it should guide teachers to make good use of questioning to extend children's thinking and document the key points of the thematic review for each grade level so as to pass on experience, with a view to enhancing the quality of learning and teaching continuously.